



YSGOL ABERCONWY : JOB DESCRIPTION

Post Title:	English TEACHER
Purpose:	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of pupils as a Teacher/Form Tutor. • To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. • To contribute to raising standards of pupil attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. • Add value to the department and the school as a whole.
Reporting to:	Head of Subject.
Responsible for:	The provision of a full learning experience and support for pupils.
Liaising with:	Head/LT, teaching support staff, LEA representatives, external agencies and parents.
Working time:	Full-time.
Disclosure level:	Enhanced

MAIN (CORE) DUTIES

Operational/Strategic Planning:	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the relevant Curriculum Area. • To contribute to the Curriculum Area development plan and its implementation. • To plan and prepare courses and lessons- GCSE, Btec, A-Level or equivalent. • To contribute to the whole school's planning activities. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate. • Attend and contribute to staff meetings and briefings.
Curriculum Provision:	<ul style="list-style-type: none"> • To assist the Head of Subject and LT to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's objectives.
Staff Development:	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To show evidence of continued personal development in relevant areas including subject knowledge and teaching methods. • To engage actively in the Performance Management Review process. • To ensure the effective/efficient deployment of classroom support. • To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and

	<p>improvement where required.</p> <ul style="list-style-type: none"> • To review from time to time methods of teaching and programmes of work. • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
Management Information:	<ul style="list-style-type: none"> • To maintain appropriate interim and annual records and to provide relevant accurate and up-to-date information for the school database. • To complete the relevant documentation to assist in the tracking of students. • To track student progress and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> • To communicate effectively with the parents and pupils as appropriate. • Where appropriate, to communicate and co-operate with persons or bodies outside the school. • To follow agreed policies for communications in the school.
Promoting and Liaison:	<ul style="list-style-type: none"> • To take part in promoting and liaison activities such as Open Evenings, Parents' Evenings, Options Evening and liaison events with partner schools. • To contribute to the development of effective curriculum links with external agencies. • To contribute to transition activities with partner schools and providers. • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example. • To promote actively the school's corporate policies.
Management of Resources:	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To assist the Head of Subject to identify resource needs and to contribute to the efficient/effective use of physical resources. • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School and the pupils.
Pastoral System:	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of pupils. • To promote the general progress and well-being of individual pupils and of the Form Tutor group as a whole. • To liaise with a Pastoral Team to ensure the implementation of the school's Pastoral System. • To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. • To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required. • To contribute to the preparation of Action Plans and progress files and other reports. • To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff. • To contribute to PSHE according to the school policy. • To support the school in meeting its legal requirements for worship. • To apply the Behaviour Management systems so that effective learning can take place.
Teaching:	<ul style="list-style-type: none"> • To teach pupils according to their educational needs including the setting and marking of work to be carried out by the pupils in school and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required. • To provide, or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils. • To ensure that ICT, Literacy, Cwricwlwm Cymraeg, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of pupils. • To undertake a designated programme of teaching. • To ensure a high quality learning experience for students which meets internal and external quality standards.

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| | <ul style="list-style-type: none">• To prepare and update subject materials.• To use a variety of delivery methods which will stimulate learning appropriate to pupils needs and demands of the syllabus.
To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, uniform, standards of work and homework.• To undertake assessment of pupils as requested by external examination bodies, subject and school procedures.• To mark, grade and give written/verbal and diagnostic feedback according to deadlines as required. |
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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description and in particular any other duty as specified by STPCD not mentioned above.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is not intended to be an exhaustive list of duties and following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION : Teacher of Science

Factor	Requirements	How Identified	Rank E: Essential D: Desirable A: Advantageous
Knowledge & Skills	Good Honours Degree & achievement of QTS	AF/V	E
	Teaching across the ability range in Key Stages 3 and 4	AF	E
	Key Stage 5 teaching	AF	D
	Personal integrity and the drive to do what is best for the students	R/I	E
	Ability to work very hard under pressure	AF/R	D
	Proven experience in recognising and meeting the needs of groups of students	AF/R/I	D
	Knowledge and understanding of recent developments in learning and teaching in department based subjects	AF/R/I	E
	Willingness to contribute to extra-curricular program	AF/R/I	D
	Enthusiasm for developing pedagogy and learning to learn strategies	AF/R/I	D
Creativity & Innovation	Excellent communication skills – written and verbal	AF/I	E
	Sense of humour and flexibility to adapt working practices to fresh challenges and new initiatives	AF/R/I	E
	Boundless enthusiasm and a positive outlook	AF/R/I	E
	Ability to enthuse, inspire and develop students	AF/R/I	E
Contacts & Relationships	Genuine enjoyment of working with young people	AF/R/I	E
	Understanding of and commitment to inclusion for all	AF/R/I	E
	Commitment to excellence and the ability to lead by example, in terms of teaching and learning	AF/R/I	E
	Commitment to working as a team player	AF/R/I	E
	Excellent interpersonal skills and an ability to communicate effectively, with staff, students, external organisations and the general public.	R/I	E
Decisions/ Recommendations	Ability to make decisions independently within an agreed objective framework.	R/I	E
	Ability to contribute to leadership discussion and decision making process.	R	D
Resources	Ability to manage resources efficiently	AF/R/I	D

AF: Application Form

I: Interview

R: Reference

V: Verification

Method of assessment : A = APPLICATION I = INTERVIEW R = REFERENCE



YSGOL ABERCONWY : DISGRIFIAD SWYDD

Enw'r Swydd:	ATHRO SAESNEG
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Pwrpas:	<ul style="list-style-type: none"> • I roi ar waith a chyflwyno cwricwlwm sy'n eang, cytbwys, perthnasol a gwahaniaethol mewn ffordd sy'n briodol i ddisgyblion, a chefnogi maes cwricwlwm dynodedig fel y bo'n briodol. • I fonitro a chefnogi cynnydd a datblygiad cyffredinol disgyblion fel Athro/Tiwtor Dosbarth. • I hyrwyddo ac annog profiad dysgu sy'n rhoi'r cyfle i bob disgybl gyflawni eu llawn botensial. • I gyfrannu at godi safon cyrhaeddiad disgyblion. • I rannu a chefnogi cyfrifoldeb yr ysgol dros ddarparu a monitro cyfleoedd ar gyfer cynnydd personol ac academaidd. • Ychwanegu gwerth i'r adran a'r ysgol yn gyffredinol.
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Yn atebol i:	Pennaeth Pwnc.
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Yn gyfrifol dros:	Darparu profiad dysgu llawn a chefnogaeth i ddisgyblion.
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Cysylltu â:	Pennaeth/TA, staff cefnogi addysgu, cynrychiolwyr AALI, asiantaethau allanol a rhieni.
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Cyfnod gwaith:	Amser llawn.
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Lefel Datgeliad:	Manwl
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PRIF DDYLETSWYDDAU (CRAIDD)

Cynllunio Gweithredol/Strategol:	<ul style="list-style-type: none"> • I gynorthwyo i ddatblygu meysydd llafur, adnoddau, cynlluniau gwaith, polisiâu marcio a strategaethau addysgu yn y Maes Cwricwlwm perthnasol. • I gyfrannu at gynllun datblygu'r Maes Cwricwlwm a chynorthwyo i'w roi ar waith. • I gynllunio a pharatoi cyrsiau a gwersi – TGAU, Btec, Safon Uwch neu gyfwerth. • I gyfrannu at weithgareddau cynllunio'r ysgol gyfan. • I gydymffurfio â pholisi lechyd a Diogelwch yr ysgol a chyflawni asesiadau risg fel bo'n briodol. • I fynychu a chyfrannu i gyfarfodydd staff a chyfarfodydd briffio.
Darpariaeth Cwricwlwm:	<ul style="list-style-type: none"> • I gynorthwyo'r Pennaeth Pwnc a'r TA er mwyn sicrhau bod y maes cwricwlwm yn darparu ystod o addysgu sy'n ategu amcanion strategol yr ysgol.
Datblygiad Cwricwlwm:	<ul style="list-style-type: none"> • I gynorthwyo'r broses o ddatblygu a newid y cwricwlwm er mwyn sicrhau ei fod yn parhau'n berthnasol i anghenion disgyblion, cyrff arholi a dyfarnu ac amcanion yr ysgol.
Datblygiad Staff:	<ul style="list-style-type: none"> • I gymryd rhan yn y rhaglen datblygu staff drwy gyfranogi mewn trefniadau ar gyfer hyfforddiant a datblygiad proffesiynol pellach. • I ddangos tystiolaeth o ddatblygiad personol parhaus mewn meysydd perthnasol gan gynnwys gwybodaeth am bwnc a dulliau addysgu. • I ymgysylltu'n weithredol â'r broses Adolygu Rheoli Perfformiad. • I sicrhau defnydd effeithiol/effeithlon o gefnogaeth yn y dosbarth. • I weithio fel aelod o dîm dynodedig ac i gyfrannu'n bositif i berthnasau gweithio effeithiol o fewn yr ysgol.
Sicrwydd Ansawdd:	<ul style="list-style-type: none"> • I helpu i roi gweithdrefnau ansawdd ysgol ar waith ac i lynu wrthynt.

	<ul style="list-style-type: none"> • I gyfrannu at y broses o fonitro a gwerthuso'r maes cwricwlwm yn unol â gweithdrefnau ysgol cytunedig, gan gynnwys gwerthuso yn erbyn safonau ansawdd a meini prawf perfformiad. I geisio sicrhau/rhoi ar waith addasiadau a gwelliannau lle bo angen hynny. • I adolygu, o bryd i'w gilydd, ddulliau o addysgu a rhaglenni gwaith. • I gymryd rhan, yn ôl y gofyn, yn adolygiad, datblygiad a rheolaeth gweithgareddau sy'n gysylltiedig â'r cwricwlwm, trefniadaeth a swyddogaethau bugeiliol yr ysgol.
Gwybodaeth am Reoli:	<ul style="list-style-type: none"> • I gadw cofnodion interim a blynyddol priodol a darparu gwybodaeth fanwl gywir, berthnasol a diweddar ar gyfer cronfa ddata'r ysgol. • I gwblhau'r ddogfennaeth berthnasol er mwyn cynorthwyo i dracio myfyrwyr. • I dracio cynnydd myfyrwyr a defnyddio'r wybodaeth i lywio addysgu a dysgu.
Cyfathrebu:	<ul style="list-style-type: none"> • I gyfathrebu'n effeithio gyda'r rhieni a'r disgyblion fel bo'n briodol. • Lle bo'n briodol, i gyfathrebu a chydweithio â phobl neu gyrff y tu allan i'r ysgol. • I ddilyn polisiau cytunedig ar gyfer cyfathrebu yn yr ysgol.
Hyrwyddo a Chysylltu:	<ul style="list-style-type: none"> • I gymryd rhan mewn gweithgareddau hyrwyddo a chysylltu fel Nosweithiau Agored, Nosweithiau Rhieni, Noson Opsiynau a digwyddiadau cyswllt gydag ysgolion partner. • I gyfrannu at ddatblygiad cysylltiadau cwricwlwm effeithiol ag asiantaethau allanol. • I gyfrannu at weithgareddau pontio gydag ysgolion partner a darparwyr. • I chwarae rhan lawn yng nghymuned yr ysgol, i gefnogi ei chenhadaeth a'i hethos nodedig ac i annog staff a disgyblion i ddilyn yr esiampl hon. • I hyrwyddo polisiau corfforaethol yr ysgol mewn ffordd weithredol.
Rheoli Adnoddau:	<ul style="list-style-type: none"> • I gyfrannu i'r broses o archebu a dosbarthu offer a defnyddiau. • I gynorthwyo'r Pennaeth Pwnc i adnabod anghenion am adnoddau ac i gyfrannu at ddefnydd effeithiol/effeithlon o adnoddau ffisegol. • I gydweithio â staff eraill er mwyn sicrhau bod adnoddau'n cael eu rhannu a'u defnyddio'n effeithiol er budd yr Ysgol a'r disgyblion.
System Fugeiliol:	<ul style="list-style-type: none"> • I fod yn Diwtor Dosbarth i grŵp neilltuol o ddisgyblion. • I hyrwyddo cynnydd a lles cyffredinol disgyblion unigol a'r grŵp Tiwtor Dosbarth cyfan. • I gysylltu â'r Tîm Bugeiliol i sicrhau bod System Fugeiliol yr ysgol yn cael ei rhoi ar waith. • I gofrestru disgyblion, mynd gyda hwy i wasanaethau, eu hannog i ddod i bob gwers a chymryd rhan mewn agweddau eraill ar fywyd yr ysgol. • I werthuso a monitro cynnydd disgyblion a chadw cofnodion cyfredol am ddisgyblion yn ôl y gofyn. • I gyfrannu at baratoi Cynlluniau Gweithredu a ffeiliau cynnydd ac adroddiadau eraill. • I dynnu sylw'r staff priodol at broblemau y mae disgyblion yn eu profi ac i wneud argymhellion ynglŷn â sut i'w datrys. • I gyfathrebu fel bo'n briodol â rhieni disgyblion a phersonau neu gyrff allanol sy'n gysylltiedig â lles disgyblion unigol, ar ôl ymgynghori â'r staff priodol. • I gyfrannu i AIBC yn unol â pholisi'r ysgol. • I gefnogi'r ysgol yn ei hymgais i gwrdd â gofynion cyfreithiol ar gyfer addoli. • I weithredu'r systemau Rheoli Ymddygiad fel y gall disgyblion ddysgu'n effeithiol.
Teaching:	<ul style="list-style-type: none"> • I addysgu disgyblion yn ôl eu hanghenion addysgol gan gynnwys gosod a marcio gwaith a gyflawnir gan ddisgyblion yn yr ysgol a thu allan iddi. • I asesu, cofnodi ac adrodd ar bresenoldeb, cynnydd, datblygiad a chyrrhaeddiad disgyblion a chadw'r cofnodion angenrheidiol. • I ddarparu, neu gyfrannu at asesiadau llafar ac ysgrifenedig, adroddiadau a thystlythyrau yn ymwneud â disgyblion unigol a grwpiau o ddisgyblion. • I sicrhau bod TGCh, Llythrennedd, Cwricwlwm Cymraeg, Rhifedd ac arbenigedd(au) pwnc ysgol yn cael eu hadlewyrchu ym mhrofiad addysgu/dysgu'r disgyblion. • I ymgymryd â rhaglen ddynodedig o addysgu. • I sicrhau profiad dysgu i fyfyrwyr sydd o ansawdd uchel ac yn bodloni safonau

ansawdd mewnol ac allanol.

- I bararoi a diweddarau deunyddiau pwnc.
- I ddefnyddio amrywiaeth o ddulliau cyflwyno a fydd yn symbylu dysgu sy'n briodol i anghenion disgyblion a gofynion y maes llafur.
- I gynnal disgyblaeth yn unol â gweithdrefnau'r ysgol ac i annog arfer da mewn perthynas â phrydlondeb, ymddygiad, gwisg ysgol, safonau gwaith a gwaith cartref.
- I asesu disgyblion yn ôl gofynion cyrff arholi allanol, a gweithdrefnau pwnc ac ysgol.
- I farcio, graddio a rhoi adborth ysgrifenedig/llafar a diagnostig yn ôl yr angen.

Er y gwnaed pob ymdrech i esbonio prif ddyletswyddau a chyfrifoldebau'r swydd, mae'n bosibl na nodwyd pob tasg unigol y bydd angen eu cyflawni.

Disgwylir i weithwyr gydymffurfio â phob cais rhesymol gan reolwyr i ymgymryd â gwaith ar lefel debyg nad yw wedi'i grybwyll yn y disgrifiad swydd hwn, ac yn arbennig unrhyw ddyletswydd arall a nodir gan STPCD nas crwybwyllir uchod.

Disgwylir i weithwyr fod yn gwrtais i gydweithwyr a bod yn groesawgar i ymwelwyr a'r sawl sy'n cysylltu â'r ysgol drwy ffonio.

Bydd yr ysgol yn ymdrechu i wneud unrhyw addasiadau rhesymol angenrheidiol i'r swydd a'r amgylchedd gwaith er mwyn sicrhau cyfleoedd gwaith i ymgeiswyr anabl neu barhad cyflogaeth i unrhyw weithiwr sy'n datblygu cyflwr sy'n anablu.

Nid yw'r disgrifiad hwn o reidrwydd yn ddiffiniad cynhwysfawr. Ar ôl ymgynghori â chi, gallai'r Rheolwyr ei newid i adlewyrchu neu ragweld newidiadau yn y swydd sy'n gymesur â'r cyflog ac enw'r swydd.

MANYLEB PERSON : Athro Gwyddoniaeth

Ffactor	Gofynion	Tystiolaeth	Pwysigrwydd H: Hanfodol D: Dymunol M: Manteisiol
Gwybodaeth & Sgiliau	Gradd Anrhydedd Dda & SAC	FfG/Gw	H
	Addysgu ar draws yr ystod gallu yng Nghyfnodau Allweddol 3 a 4	FfG	H
	Addysgu Cyfnod Allweddol 5	FfG	D
	Unplygrwydd personol a'r ysfia i wneud yr hyn sydd orau i'r myfyrwyr	G/C	H
	Y gallu i weithio'n galed iawn dan bwysau	FfG/G	D
	Profiad profedig o adnabod ac ateb anghenion grwpiau o fyfyrwyr	FfG/G/C	D
	Gwybodaeth a dealltwriaeth o ddatblygiadau diweddar ym myd dysgu ac addysgu mewn perthynas â phynciau a ddysgir o fewn y gyfadran	FfG/G/C	H
	Parodrwydd i gyfrannu i raglen allgyrsiol	FfG/G/C	D
	Brwdfrydedd dros ddatblygu pedagogeg a strategaethau dysgu i ddysgu	FfG/G/C	D
	Creadigrwydd & Dyfeisgarwch	Sgiliau cyfathrebu rhagorol – ysgrifenedig ac ar lafar	FfG/C
Synnwyr digrifwch a'r hyblygrwydd i addasu arferion gweithio ar gyfer heriau a mentrau newydd		FfG/G/C	H
Brwdfrydedd diderfyn ac agwedd bositif		FfG/G/C	H
Gallu i ennyn brwdfrydedd, ysbrydoli a datblygu myfyrwyr		FfG/G/C	H
Cysylltiadau & Pherthnasau	Mwynhad gwirioneddol wrth weithio gyda phobl ifainc	FfG/G/C	H
	Dealltwriaeth o, ac ymrwymiad i gynhwysiad i bawb	FfG/G/C	H
	Ymrwymiad i ragoriaeth a'r gallu i arwain drwy esiampl, o ran addysgu a dysgu	FfG/G/C	H
	Ymrwymiad i weithio fel tîm	FfG/G/C	H
	Sgiliau rhyngpersonol rhagorol a gallu i gyfathrebu'n effeithiol, gyda staff, myfyrwyr, asiantaethau allanol a'r cyhoedd yn gyffredinol.	G/C	H
Penderfyniadau / Recommendations	Gallu i wneud penderfyniadau annibynnol o fewn fframwaith amcanion gytunedig.	G/C	H
	Gallu i gyfrannu i drafodaethau arweinwyr a'r broses o wneud penderfyniadau.	G	D
Adnoddau	Gallu i reoli adnoddau'n effeithiol	FfG/G/C	D

FfG: Ffurflen Gais

C: Cyfweliad

G: Geirda

Gw: Gwriad

Dull asesu : FfG = FFURFLENGAIS

C = CYFWELIAD G = GEIRDA